

### ***D.A.R.E. Parent Program:***

The prevention triangle includes police and schools, but parents (family) remain the foundation. Much of the success of prevention programs rests in the reinforcement of concepts. Parents and family have more influence on a child's behaviors than any other source. These sessions are designed to assist parents in preventing unhealthy destructive behaviors among children, and establish those protective factors that enable children to grow up healthy despite negative influences.

### ***Law Enforcement:***

D.A.R.E. has the "gold standard" delivery system in the prevention field. Seasoned law enforcement officers, who are specially trained, bring their experience and expertise into the classroom. Agencies that scrutinize the selection of their D.A.R.E. officer provide an exemplary role model who is seen as teacher and confidant by students. Maryland has approximately 120 such D.A.R.E. officers representing 34 agencies from the majority of its sub-divisions. Many agencies blend D.A.R.E. with other initiatives such as S.R.O., Outreach, or Patrol.

### ***Education:***

In Maryland, D.A.R.E. is provided in the majority of counties through public and/or private schools. The program has the overwhelming support of teachers and administrators. D.A.R.E. aligns with health education learning outcomes and performance indicators approved by the Maryland State Department of Education. The curricula fulfill the requirements of a variety of cross-curricular outcomes. This allows D.A.R.E. to be incorporated into local school curriculums and augment instructional goals.

### ***Training:***

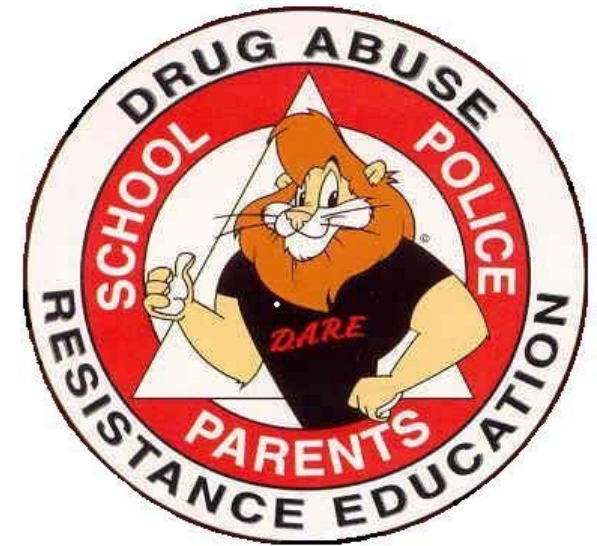
D.A.R.E. Officer Training (DOT) is an 80+ hours course provided free of charge to all Maryland law enforcement. Graduates are certified in three program areas: K-4 visitation, Elementary, and Middle School. In Maryland, because of their unique function on school campuses, D.A.R.E. Officers also receive training as School Resource Officers. Since the curricula design focuses on student centered active learning strategies, officers are trained in facilitation skills and cooperative learning techniques rather than pure instructional techniques and lecture-based delivery.

### ***Homeland Security:***

The largest daytime populations in communities are confined to school campuses. In the event of a crisis, domestic or foreign terrorism, or other security threat, timely crisis response at these usually safe havens is critical. Specially trained D.A.R.E. Officers can be instrumental in the development and implementation of a school's action plan. They also serve as liaison, resource, and first line of defense for the school community and governmental agencies.

### ***School Violence:***

The officer's presence on campus and interaction with students proactively work to reduce the atmosphere for violence, while curriculum objectives address conflict and anger management.



## ***Helping Kids Make Healthy Choices***



***State D.A.R.E. Coordinator: 410-875-3426***



## ***National Health Education Standards:***

Seven National Health Education Standards are aligned and imbedded into the Elementary D.A.R.E. Curriculum through content and learning opportunities. This provides maximum use of instructional time, alleviating classroom teachers from covering concepts and objectives that are provided by the D.A.R.E. Instructor.

## ***keepin' it REAL: New for 2010***

D.A.R.E. America and The Pennsylvania State University have joined forces for D.A.R.E.'s delivery of **keepin' it REAL** "*kiR*." for Middle School. This innovative, culturally-grounded, multicultural curriculum was developed to allow students to recognize themselves in the prevention message. It is kid-centric: from kids, to kids, about kids. The objective of the "*kiR*" curriculum is to reduce substance abuse by teaching students and allowing them to practice risk assessment, decision making, as well as valuable communication and life skills. Detailed information about "*kiR*" can be found on the SAMHSA National Registry of Evidence-based Programs and Practices (NREPP) web site [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)

## ***Enhancement Lessons:***

Keeping pace with current trends, D.A.R.E. has developed additional lessons for Elementary, Middle, and High School, as well as Parents or community groups that can be delivered in addition to copyrighted curricula or as stand alone lessons. The newest of these enhancements are Bullying, Gang Violence, Prescription/Over-the-Counter Drug Abuse, Internet Safety, and Cyber Bullying.

## ***D.A.R.E. America:***

Within a few years of its inception, Drug

Abuse Resistance Education quickly spread to every state across the nation. D.A.R.E. America, Inc. was established as the parent organization to coordinate efforts, provide materials and training, and monitor fidelity, copyright and trademark. Under their direction, D.A.R.E. has become the largest school-based prevention education program worldwide. To date, D.A.R.E. has spread to 80 percent of America's school districts, encompassing 36 million students in all 50 states, as well as many foreign countries. Visit D.A.R.E. on the web at [www.dare.org](http://www.dare.org)

## ***History:***

D.A.R.E. began in 1983 as a partnership between the Los Angeles Police and the Los Angeles Unified School District. The success of D.A.R.E.'s innovative approach soon attracted the attention of law enforcement and education nationwide, and it quickly spread to a national and international icon. The D.A.R.E. logo is the most recognizable trademark, second only to the American Red Cross.

## ***Maryland D.A.R.E.:***

In 1986 Baltimore County brought D.A.R.E. to Maryland. Thanks to several key agencies, it soon spread to every sub-division under the direction of the Maryland Police and Correctional Training Commissions. The Maryland D.A.R.E. Coordinator's Office was established to provide training, guidance, and resources free of charge, as well as to establish policy, standards, and communications with D.A.R.E. America. It monitors programs and officers, while coordinating efforts for and among local agencies. Visit us on the web at: [www.dpscs.state.md.us/aboutdpscs/pct/ccpi/dare/](http://www.dpscs.state.md.us/aboutdpscs/pct/ccpi/dare/) or [www.dare.org](http://www.dare.org) then select [HometownD.A.R.E.USA](http://HometownD.A.R.E.USA) on the left, and [MD](#) on the map.

## ***Program Components:***

*K-4 Visitation* – Acquaints children with the officer and lays the foundation for later curricula. Visits focus on child safety and prevention issues.

*Elementary School* – Designed for 5<sup>th</sup> / 6<sup>th</sup> grade, these ten lessons develop the capacities needed to enable students to take charge of their lives with particular emphasis on substance use and abuse. Lessons focus on risks & effects, normative beliefs, pro-social behavior, refusal strategies, communication skills, forming relationships, assertiveness & resistance skills, and anger management.

*Middle School* – **keepin' it REAL:** Within "*kiR*", the acronym **REAL** is its central message, providing students with skills to employ in refusing offers to use drugs and engage in other high-risk behaviors -- **Refuse, Explain, Avoid, and Leave**. These strategies help youth stay away from drugs by preparing them to act decisively, confidently, and comfortably in a difficult situation. The ten lesson curriculum teaches students how to say no by presenting practical drug resistance strategies that are easy for them to remember and use. Students also learn how to recognize risk, value their perceptions and feelings, and make choices that support their values.

*High School* – Ten lessons designed as a booster program, or can be used independently. They reinforce elementary and middle school objectives. This program addresses more mature teens with interactive learning strategies targeted to their authentic real-life issues.